

Stilgebauer Award 2010 – Application Form Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: JOLLY PHONICS UNIT

School Regional Area ☒ North Cook ☐ South Cook ☐ West 40

District Name Prospect Heights School District 23

District No. 23

Name(s)-Teams with up to 5 members will be accepted! Include all names.

Email Address(s)

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* mhrtanek@d23.org

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School Name Betsy Ross School

School Street Address 700 N. Schoenbeck Road

School City, State, Zip Prospect Heights, IL 60070

School Phone Number 847-870-3868

If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).

Nominator's Name Carolyn Ranieri

Nominator's Phone # 847-870-3850 x111

Best Contact Time 8-9 am and 3-4 pm

Nominator's Email cranieri@d23.org

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

1. **Project Descriptive Title** – Jolly Phonics Unit

2. **Project Abstract** - Students will learn letter sounds and names, as well as be able to write letters of the alphabet. The Jolly Phonics early reading strategy will be used throughout while incorporating technology to reinforce learning.

3. **Grade level(s)** 1st

4. **Subject area(s)** – Reading and Language Arts

5. **Technology resources** –

iPod Touch and application – ABC Animals; Interactive White board; iMovie

6. **Other materials used** – Jolly Phonics posters and online sources

<http://www.jollylearning.co.uk/>, etc.

7. **Standards** - List both the IL Learning Standards **and** NETS Learning Standards for Students supported by this project (see weblinks below).

1.A.Kf: Demonstrate alphabet knowledge.

3.A.Ka: Write upper and lowercase letters.

1.A.2A: Demonstrate phonological awareness. 1.A.1a: Apply word analysis skills to recognize new words.

1.A.1b: Comprehend unfamiliar words using context clues and prior knowledge.

1.B.1d: Read age-appropriate material aloud with fluency and accuracy. 1.A.Kf: Demonstrate alphabet knowledge.

1.B.1c: Continuously check and clarify for understanding.

1.B.1d: Read age-appropriate material aloud with fluency and accuracy.

1.A.1A: Use phonics to decode simple words in age-appropriate material.

1.A.2A: Demonstrate phonological awareness

1.A.5.A: Use appropriate strategies of decoding to recognize unknown words when reading material.

NETS - 2-Communication and Collaboration; 5- Digital Citizenship; 6-Technology Operations and Concepts

8. **Process** - Explain the process that the students used to arrive at the final product and/or outcome of this project. Indicate how this project was student driven.

The entire process is set up for students in centers. Students use the iPod Touch to review letter names, letter sounds and how to write them through the use of the application ABC Animals to support Jolly Phonics.

Students use the interactive whiteboard to write letters of the alphabet in the correct letter formation from top to bottom onto the scanned in Jolly Phonics

poster. This also allows students to model and present to other students.

Students use iMovie to record themselves reading either a passage or letter identification and letter sounds to track their own progress. The “movies” are reviewed and analyzed by student and teacher to assess learning.

9. **Integration** - Explain how this innovative project that integrated technology impacted learning, and how it ‘transformed’ learning to achieve higher order thinking skills. What were the benefits to the learning environment?

Learning has been transformed into an active participation with every student in the class. Students are responsible for learning and demonstrating that learning. Students have become producers and explorers using technology. They often have collaborative tasks and help each other perfect their skills. The tasks are interdisciplinary in nature and sharpen reading, writing, listening and speaking skills.

10. **Reflection** - Develop a reflection on the learning impact of this project from its planning stage through its assessment stage. How has this project affected the way you teach and/or how your students learn?

The unit has progressed from using just Jolly Phonics to incorporating the Smart Board last year with iMovie, and now also incorporating the iPod Touches this year. The students receive immediate feedback and do self-correction. They are much more engaged!! Students are much more responsible for their learning and pursue perfection, while the teacher acts more as a guide and facilitator.

Links to Standards – IL Standards – <http://www.isbe.net/ils/Default.htm>
NETS – <http://www.iste.org/AM/Template.cfm?Section=NETS>